

## 2004-05 SAGA Report

Mary Parthemer and Dan Timberlake

### Introduction/Background

At the end of 2003-04, Mary Parthemer and Dan Timberlake, co-chairs of the Success and Goal Attainment (SAGA) committee wrote the first SAGA Report. In that report, a historical review of the development of SAGA and the progress the committee had made towards its four goals for 2003-04 was provided. The SAGA website can provide more detailed information:

[www.lanecc.edu/saga](http://www.lanecc.edu/saga).

The four **2003-04 goals** were:

- Goal 1        Establish committee membership that had broad representation from departments across campus.
- Goal 2        Complete a literature review of retention models and establish a list of retention best practices supported by data.
- Goal 3        Identify baseline statistics in order to evaluate how successful Lane students were being at progressing towards and accomplishing their academic goals.
- Goal 4        Create a report with recommendations to guide the next steps for supporting student success at Lane Community College.

The rest of the report was structured to describe the progress made towards each of the goals. The section of the report that addressed Goal 2 included a model of six best practice areas that is still the guiding force behind the work of SAGA. The six best practice areas are:

1.        Campus Climate/Supportive Learner Environment
2.        Early Warning and Intervention Systems
3.        Academic Advising
4.        First Year Experiences
5.        Learning Communities
6.        Supplemental Instruction

The 2003-04 report provided the following information within each of the 6 best practice areas:

- ❖ Definition
- ❖ Examples of how the best practice is currently being implemented nationally
- ❖ An inventory of how that best practice is being implemented at Lane
- ❖ Highlights of the gaps between what is currently in place at Lane Community College and the best practice
- ❖ Recommendations for closing the gap.

The **2004-05 SAGA Report** will again be structured around the six best practice areas. Within each section the following information will be provided:

1.        Definition of the best practice area being addressed by that section
2.        The SAGA goal statement related to the best practice area.
3.        Ideas/Strategies to make progress towards the goal.
4.        Progress and achievements to reach the SAGA goal during 2004-05.
5.        Areas that still need attention.
6.        Recommendations for how to target short term and long term efforts towards facilitating student success at Lane Community College.
7.        Actions to be taken in 2005-06 and 2006-07.

**2004-05 SAGA membership** included the following:

Jill Bradley	Women's Program and Learning Communities Leadership Team
Marv Clemons	Cooperative Education
Liz Coleman	Tutoring/Academic Learning Services
David Doctor	Library
Melinda Dunnick	Student Financial Services
Dana Halttunen	Student/TRiO/Counseling Department
Anthony Hampton	Counseling Department
Alise Lamoreaux	Adult Basic and Secondary Education
Patrick Lanning	Associate Vice President of Instruction
Anne McGrail	LLC/Learning Communities
Adrienne Mews	Academic Learning Services
Mary Parthemer, co-chair	TRiO Learning Center
Leigh Alice Petty	Disability Services
Elaine Pray	Academic Learning Services
Devin Robel	Enrollment Services
Cathy Russell	Adult Basic and Secondary Education
David Shellabarger	Math Department
Marva Solomon	Counseling Department
Craig Taylor	Institutional Research, Assessment, and Planning
Dan Timberlake, co-chair	Counseling Department

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## Campus Climate/Supportive Learner Environment

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### 1. Definition

This focus area is chiefly concerned with how easy it is for students to interact with institutional systems, how they are treated by those with whom they interact, and how close an organization is coming to providing the amount of assistance possible given its allocated resources.

*Among other things, an organization performing highly in this area would be characterized by:*

- ❖ *Systems that make sense to students and are easy to navigate.*
- ❖ *Providing needed information those new to the college*
- ❖ *Welcoming and encouraging classroom learning environments.*
- ❖ *Evaluation of decisions based on how students were impacted relative to how they might have been impacted by alternative decisions*
- ❖ *Performance appraisal systems with criteria that focus primarily on an employee's effectiveness at fostering student success*
- ❖ *Employee reward systems where that benefit those who provide exceptional customer service.*

Some of the common higher education systems that should be perpetually monitored to assure that they are student-centered are:

- ❖ Admissions and registration
- ❖ Financial aid
- ❖ Instruction
- ❖ Advising and counseling
- ❖ Academic support services
- ❖ Library
- ❖ Food service
- ❖ Building and grounds maintenance
- ❖ Safety/security
- ❖ Bookstore services
- ❖ Health services
- ❖ Information technology
- ❖ Student life and leadership

### 2. SAGA Goal Statement for this focus area.

*Create an institutional climate where positive impact on the learner is the highest priority when making decisions about policies, procedures, and programs.*

### 3. Ideas/Strategies generated to accomplish this goal:

#### A. Communication & Education

- Continue to increase awareness throughout the institution of factors contributing to a supportive college climate for student retention and success.
- SAGA will attempt to develop relationships with those who are empowered to make decisions that significantly impact Institutional Climate and Learning Environment. (e.g., governance councils, Vice Presidents, union leadership)

B. Physical Space

- Foster the development and maintenance of inviting, aesthetically appealing, safe, comfortable, learner-friendly, accessible, physical spaces.

C. Assessment

- Continuously monitor the institutional climate and learning environment using accepted assessment tools.

**4. 2004-05 Progress/Accomplishments**

- a) In summer 2005, Enrollment Services redesigned the atrium space in building #1 in order to create a more pleasant and inviting setting.
- b) In 2004-05, SAGA formed a Communications Subcommittee to facilitate an educational campaign campus-wide about best practices in retention and student success.
- c) During Spring term 2005, subcommittee wrote a series in The Daily highlighting each of the 6 best practice areas.
- d) Anthony Hampton, a member of SAGA developed a SAGA website that went live during Spring term 2005 (<http://www.lanecc.edu/saga>) .
- e) During Winter term 2005, SAGA collaborated with Institutional Research Assessment and Planning (IRAP) to administer the Community College Survey of Student Engagement (CCSSE).
- f) Part of the administration procedures involved an educational campaign via e-mail from the President and Vice President to help the campus community understand why we were administering the CCSSE and the importance of student integration and engagement.
- g) Expanded SAGA membership.
- h) Completed and disseminated comprehensive report.
- i) Reported to and engaged Executive team and Board in SAGA's work.
- j) Established subcommittees.
- k) Library Website with numerous retention articles and resources.
- l) Visited to Mt. Hood CC to learn about their retention initiatives.
- m) Provided input to Learning Plan and Student Affairs Plan.
- n) Best Practice Series printed in the Daily in Spring, 2005.
- o) Solicited Faculty Tips for the SAGA website, Spring 2005.
- p) Planned Mid-term/Finals Preparation Workshop to be implanted 2005-06.
- q) Participated in Foundations of Excellence Phase I work.

**5. Areas that still need attention**

- Data is underutilized when making important decisions; sometimes because we just don't have it and sometimes because we just don't use it.
- Impact on student learning is regularly not the focus of concern when important decisions are made.
- The college struggles to balance the demands of employee groups and the needs of students.
- The retention fundamental of *student friendly customer-oriented learning environment* seems to be sacrificed or ignored in the face of competing forces.
- Front line student services often suffer in times of budget cuts in favor of other interests.
- Lane Community College's image is inconsistent which can hinder marketing efforts. While employees seems to feel very good about the education provided students, there seems to be a negative image regarding about how we conduct internal business referred to as "The Lane Way" that diminishes the quality of the College's overall image.

- The institution has not utilized available data to identify the “high-enrollment X low success rate” courses.
- Key events are scheduled with little awareness of the larger college calendar. For example:
  - All instructional departments were closed for in-service on the first day of open registration.
  - Enrollment Services was closed until 10:00 on the first day of open registration
  - Classified participation day was on the first day of advanced registration for Winter term
  - Advance registration advising begins when new students have been here only a few weeks.
  - All instructional departments had a mandatory meeting on the day of Fall Kickoff.

#### **6. Short-term and long-term directions**

- a) Educate: about student needs, academic constraints, how policies affect students
- b) E-mail system for all students
- c) Emphasize writing/critical-thinking/problem-solving across curriculum (core abilities)
- d) Increase Welcoming environment: hallway seating; Welcome Desk in Building 1; Information Kiosks, signage
- e) Continue to develop Fall Kick-Off
- f) Share and utilize CCSSE outcomes to enhance campus climate/supportive learner environment
- g) Better utilize placement test scores
- h) Establish Test Scores/Prerequisites/Required Skill Sets for all college level classes
  - Gather info from college departments about how students perform in classes based on placement testing.
  - Effective way to collect testing fees

#### **7. Actions:**

##### **2005-06**

1. Determine appropriate placement test scores and/or prerequisites for classes within each department (may take two years to complete).
2. Continue to increase awareness throughout the institution of factors contributing to a supportive college climate for student learning, retention and success.
3. Explore ways to increase a welcoming environment to potential students and students throughout the college.
4. Communicate the CCSSE outcomes to various internal and external audiences.
5. Utilize the CCSSE results to help plan for student learning and retention goals.
6. Explore and examine practices at other Community Colleges who have used the CCSSE and are experiencing better outcomes than Lane in one or more of the benchmark areas.
7. Develop a plan for effective and efficient information dissemination to students about important policies, procedures, timelines and events.

##### **2006-07**

8. Develop goals based on the results of examining practices at other high-performing CCSSE colleges.
9. Plan for the next administration of the CCSSE.
10. Implement an improved communication system for Lane students.

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## Early Alert Systems

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### 1. Definition

An effective early alert system detects students who are having academic or personal problems before they begin to fail and responds with interventions customized to address each student's unique needs. According to David Crockett, senior vice president of Noel-Levitz, there are two important goals of an effective Early Alert/Warning System. 1) to identify in advance of enrollment, "high-risk" or drop-out prone students who could benefit from institutional intervention; and 2) to identify enrolled students as they begin to experience academic or personal problems that may be reduced through institutional intervention.

Dr. Crockett (2003) identified some critical components to an effective Early Alert/Warning system. These included:

- ❖ Placement test scores to determine academic preparedness
- ❖ Assessment of academic risk factors
- ❖ Assessment of social and psychological risk factors
- ❖ Tracking GPA
- ❖ Tracking course completion rates
- ❖ Tracking attendance
- ❖ Tracking mid-term grades

### 2. SAGA Goal Statement for this focus area

*Empower students to succeed by providing them with timely information about their academic preparedness and progress and with customized intervention plans.*

### 3. Ideas/Strategies generated to accomplish goal

- a) Disseminate critical information to students effectively
- b) Require intervention for students on Financial Aid probation
- c) Require intervention for students who do not meet Satisfactory Academic Progress
- d) Institutionalize mid-term grades (Banner could support this)
- e) Coordinate Financial Aid and Enrollment Service academic progress statuses
- f) Utilize Testing and other types of Assessments to determine students' academic preparedness and other types of preparedness. Utilize results to determine appropriate tiers/advising services
- g) Intervention workshops/classes/services for probationary students

### 4. 2004-05 Progress/Accomplishments

- a) Established subcommittee to work on Academic Standards.
- b) Followed financial aid probationary status.
- c) Utilized Noel-Levitz College Student Inventory with TRiO students to assess possible ways to utilize it at a broader level.
- d) Planned for use of Noel-Levitz College Student Inventory in FYRED UP! project in a group format.
- e) Placement Testing provided at high schools.

## **5. Areas that still need attention**

- Though academic risk factor data is available via placement test scores, very few entry-level classes have placement test score minimums.
- There is a need for a systematic evaluation of how to use prerequisite course requirements to improve student success.
- There is no effort outside of TRiO and the Women in Transition program to systematically identify students' non-academic risk factors -- *before they enroll*.
- Outside of TRiO and Athletics, there is no systematic effort to identify -- *during a term*-- those students who are struggling academically and provide them with help.
- The Enrollment Services and Financial Aid systems identify -- *between terms* -- students who are not making Satisfactory Academic Progress (SAP). However, the formulas for SAP are not coordinated. These systems could be more effective if they were consistent, provided detection of academic problems earlier, and required students to participate in interventions designed to help them become successful.
- There is no thoughtfully-conceived continuum of intervention options for helping students who are struggling academically.

## **6. Short-term and long-term directions**

- a) Financial Aid and Counseling Directors will participate in Conference on best practices in establishing effective Satisfactory Academic Progress standards.
- b) Re-establish Early Alert Systems committee to continue work in this area.
- c) Align Financial Aid and Enrollment Services SAP standards.
- d) Determine numbers of students who do not persist at Lane due to financial aid disqualification and develop strategies to decrease that number.

## **7. Actions:**

### **2005-06**

1. Convene the Early Alert Systems Subcommittee.
2. Examine ways to align the Financial Aid and Enrollment Services Satisfactory Academic Progress standards.

### **2006-07**

3. Explore efficient methods for a mid-term progress report system.
4. Pilot an intervention aimed at first term probationary students.



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## Academic Advising

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### 1. Definition

Academic advising is a process designed to assist students to clarify their life/career aspirations and develop specific plans for achieving them. The product of effective advising is a student who has an academic plan based on accurate information about the job market and the motivation to implement it.

Academic advising is characterized by on-going conversation and information exchange. It is not a one-time intervention but an ongoing relationship that help students continuously refine their goals and plans for meeting them as they gather more information and experiences. The advisor serves as a facilitator of students' thinking about new information, helps them plan learning experiences, and serves as an agent of referral to other campus services as needed. Best practice academic advising programs are intrusive. In other words, they don't allow students to "opt out" of academic advising in order to choose their courses and develop their overall education plans in isolation.

### 2. SAGA Goal Statements for this area

*Students will set academic and career goals based on reliable information and progress towards them efficiently.*

*Each student will meet with the appropriate academic advisor at least 1x/ term during their first year and at least 1x/ year thereafter.*

### 3. Ideas/Strategies generated to accomplish goal

- a) Tiered Advising System in which new students are provided more intensive services and returning students "graduate" to a less intrusive system.
- b) Customized student plans
- c) Required advising for new students (interpret test results)
- d) Writing tests that accurately assess skills, using test scores and prerequisites for classes (assess how well test scores predict)

### 4. 2004-05 Progress/Accomplishments

- a) Redesigned Early Orientation, Advising and Registration (EOAR).
  - i) smaller groups
  - ii) broken out by major
  - iii) more improvements planned for next year
- b) Counselors/Advisors can release students for Advance Registration immediately.
- c) Assigned Counselors for undecided/undeclared students in FYRED UP! project.

### 5. Areas that still need attention

- There is not an intentional system in place for connecting a student to a specific person in the academic advising system. This results in a weaker relationship between student and advisor and results in less advising tailored to the individual and more advising tailored to an academic program's requirements.
- There is no requirement for early academic advising.
- We lack the systematic provision for more intensive advising for those at most risk.

- Timely access to counselors/advisors in general can be difficult especially in “high demand” areas.

**6. Short-term and long-term directions**

- a) Review literature on best practices in Advising to enhance retention and success.
- b) Identify and review various Advising models in use at Community Colleges.

**7. Actions**

**2005-06**

1. Research various models of providing graduated advising services.
2. Begin exploring improvements for student success with staff in the Counseling and Advising department.
3. Develop an on-line New Student Information Session.

**2006-07**

4. Implement on-line New Student Information Session.
5. Require the on-line New Student Information Session for all new students.
6. Explore ways students can do their own degree audits.
7. CAPP ready for student use.

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## First Year Experience (FYE)

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### 1. Definition

College students are at greatest risk of dropping out and not completing college during their first year. There is clear indication throughout the retention literature that structured first year experiences and “front door” services are extremely important interventions to increase retention and success.

Structured first year experiences include such strategies as the following:

- Pre-admission and structured orientation programs
- Early learning assessment and mandated academic assistance (including mandatory course placement)
- Mandatory first year advising and counseling
- Intrusive monitoring and assessment of first-year academic progress
- Building community through group services
- Freshman seminars and courses that provide new students with the knowledge and skills needed for successful college performance
- Freshman year academic programs tailored to specific educational needs of new students
- Summer bridge programs
- Faculty and peer mentor programs
- Assigning the best teachers to first year courses

### 2. SAGA Goal Statement for this focus area

*New students at Lane Community College will achieve a strong academic and social integration during their first year.*

### 3. Ideas/Strategies generated to accomplish goal

- a) Information dissemination to new students about critical policies/procedures (Add/Drop, FA Regulations)
- b) FYE seminar or class offered each term
- c) Required orientation before registration
- d) “Free” or “cheap” class after Early Orientation and Registration
- e) Tours/Previews of classes (perhaps web-based)
- f) Orientations at HS with incentive (credit, early registration)
- g) Customize orientation services with varied cohorts
- h) Create an overall integrated experience for first year students
- i) Front end investment
- j) Tier system based partly on student goals and needs
- k) Specific orientation and services for athletes
- l) Admissions fee to help pay for orientation services

#### **4. 2004-05 Progress/Accomplishments**

- a) Piloted *Fast Lane to Success* in Fall 2004 to provide a FYE for new Lane students.
- b) Assessed the pilot and learned *Fast Lane to Success* improved persistence rates across terms.
- c) Planned a more comprehensive FYE (*FYRED UP*) as part of planning for Title III grant, and prepared some components for implementation in Fall 2005.
- d) Participated in the Foundations of Excellence Phase I project and developed Foundational Dimensions to guide FYE at Lane.
- e) Planned *Fall Kick-Off* for implementation in Fall 2005.
- f) Planned *Everything You Ever Wanted To Know About Starting College* course, a free, non-credit course to be implemented Fall 2005.
- g) Bilingual advisor in Women's Program.
- h) Developing a Bridge program from ESL to Transitions.
- i) Modified the entry process to Transitions. All interested potential students participate in a 2-hour workshop with basic information about Lane (*Women Starting College*).
- j) The workshop, *Women Starting College*, is being provided in Spanish.

#### **5. Areas that still need attention**

- The existing First Year Experiences need to be expanded to reach more students.
- The College needs to develop more methods for connecting new students to other Lane students and Lane faculty and staff in their first year.
- There is very little Infrastructure (i.e., staff, recurring funding, activities/events, focused recruitment efforts, relationships with K-12, policies and procedures, etc.) to support the development and sustaining of first year experiences for students.
- Few traditional nor non-traditional students experience a seamless transition when they set out to become students at Lane.
- The plan for a students' first year at Lane Community College needs to be more comprehensive and integrated and needs to provide appropriate experiences that facilitate first year students' satisfaction, engagement, and learning.

#### **6. Short-term and long-term directions**

- a) Continue to plan and develop a comprehensive First Year Experience at Lane (*FYRED UP!*).
- b) Review various successful models for effective Community College FYE programs.
- c) Utilize data to continually improve *FYRED UP!*
- d) Seek funding for FYE through a Title III grant to ensure sustainability.

#### **7. Actions**

##### **2005-06:**

1. Continue planning during 2005-06 for an expanded, comprehensive first year experience that meets varied needs of diverse first year populations at Lane.
2. Develop a Title III grant proposal to be submitted in Spring 2006. Include infrastructure for Lane's First Year Experience. If approved, funding would begin Fall 2006.
3. Recruit and hire Peer Mentors for 2006-07.

**2006-07:**

4. Implement an improved and expanded Fall Kick-Off to reach 500 students and family members in September 2006. Develop programming that includes faculty and staff from all Lane departments.
5. Implement expanded first-term Fast Lane to Success to more students (e.g. P/T programs, student athletes, high school students).
6. Have a second and third term Learning Community for at least one section of Fast Lane.
7. Continue planning to roll out at least one themed year-long Learning Community for first year students in Fall 2007.

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## Learning Communities

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### 1. Definition

Learning Communities (LC) are an effort to actively involve students in learning. LC are designed to change the manner in which students experience curriculum and the way they are taught. LC's promote shared, collaborative learning experiences among students across linked classes. It requires students to work together in groups and become responsible for their own and others' learning.

### 2. SAGA Goal Statement for this focus area

*Support and collaborate with the Learning Community Leadership Team to maximize the effectiveness of Learning Communities at Lane Community College.*

### 3. Ideas/Strategies to accomplish goal

- a) Incentive for instructors to develop Learning Communities (currently there are CD funds for first offering)
- b) Increased promotion to students
- c) Require LC as part of degree (social & academic integration)
- d) FYRED UP! LC promoted to new students
- e) Increase education about Learning Communities for staff/faculty

### 4. 2004-05 Progress/Accomplishments

- a) Planned expanded *Fast Lane to Success* Learning Community for Lane's FYRED UP! project for implementation in Fall 2005. Included Effective Learning, College Success: On Course, and three levels of Writing (WR95, WR115, WR121).
- b) Participated on Lane's team at Evergreen Summer Institute on Learning Communities to develop comprehensive FYE Learning Communities with Sustainability focus.
- c) Increased publicity and marketing of Learning Communities.
- d) WR 115 is totally linked in the *Women in Transitions* Learning Community.

### 5. Areas that still need attention

- Getting Banner to be user-friendly so that enrollment is easy for students and not an obstacle.
- Developing an accurate and useful assessment instrument for LC program (use some CCSSE questions? There is a sub-committee of LCLT working on this).
- Encouraging better sequencing of LCs to meet "First Year" and "Second Year" (and "Third Year"? ) Students
- Working with PT programs to see where LCs would be effective.
- Developing LCs for individual "Majors" (e.g., Education, Business, etc. This could help with #2 above)

**6. Short-term and long-term directions**

- a) Utilize strategic rather than “boutique” model for LC development.
- b) Develop a Math-Centered Fast Lane for FYRED UP! (Currently developing)
- c) Establish appropriate sequences that FYRED UP! students can progress through in their first year.

**7. Actions:**

**2005-06**

- 1. Increase awareness for faculty, staff and students about the benefits of Learning Communities in order to increase enrollment so there are full cohorts in all LCs.
- 2. Address the barriers to registration for Learning Communities. (Have made progress)
- 3. Explore the possibility of opening registration for LCs prior to registering for stand alone classes as an incentive.
- 4. Plan for expanded offerings of Fast Lane to Success.
- 5. Plan for a year-long, themed Learning Community/First Year Experience to be implemented in 2006-07.

**2006-07**

- 6. Begin the early registration for Learning Communities prior to early registration for other classes.
- 7. Implement expanded offerings of Fast Lane to Success.
- 8. Implement the year-long, themed First Year Experience Learning Community.
- 9. Increase the number of offerings of targeted LCs that address student needs

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## Supplemental Instruction

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### 1. Definition

Supplemental Instruction (SI) is an academic assistance program that utilizes regularly scheduled instructor, peer, or tutor-led study sessions specifically linked to targeted, high-risk courses. The purpose of SI is to improve grades and reduce attrition in these historically difficult classes. The SI leaders attend the targeted courses, and then work with students outside class in small groups to integrate the course content and to develop learning strategies.

### 2. SAGA Goal Statement for this focus area

*Implement supplemental instruction systemically to increase retention and student success in historically difficult courses.*

### 3. Ideas/Strategies to accomplish goal

- a. Identify Lane gateway classes (those that have high attrition rates) and pilot SI
- b. Develop traditional SI pilot projects
- c. Develop tuition-bearing credit SI pilot projects that utilize subject specific E.L. (EL113) class
- d. Develop discussion section model similar to one used at UO

### 4. 2004-05 Progress/Accomplishments

Have not focused much in this area.

### 5. Areas that still need attention

- Supplemental Instruction targeted at “high-enrollment X low success rate” courses is virtually non-existent at Lane Community College.

### 6. Short-term and long-term directions

- a) Establish subcommittee to further develop Supplemental Instruction.
- b) Summarize Supplemental Instruction practices at Lane.
- c) Look at best practice models for implementation of SI.
- d) Encourage, facilitate, and evaluate new SI pilot projects.
- e) Implement pilot projects and utilize outcomes for further planning.
- f) Implement SI systemically at Lane.

### 7. Actions

#### 2005-06

1. Establish subcommittee to focus on Supplemental Instruction.
2. Gather and begin to analyze the available data to identify “gate keeper” classes that typically have low success rates for students.
3. Apply for funding through SLI for a SI pilot project.



4. Consider applying for Supplemental Instruction to be chartered as an SLI project.
5. Look at ways to incorporate SI in Title III grant.
6. Identify classes that already exist, which can be used to provide supplemental instruction for students in “gate keeper” classes.
7. Identify “gate keeper” classes throughout College departments and divisions.

**2006-07 and beyond**

8. Continue to analyze the available data to identify “gate keeper” classes that typically have low success rates for students.
9. Engage faculty who teach “gate-keeper” classes to identify barriers to student success. Develop a guiding list to help instructors identify the barriers.
10. Work with Academic Learning Skills, Tutoring Services, and other departments to plan to provide pilot Supplemental Instruction services in some of those “gate keeper” classes.
11. Implement the Supplemental Instruction pilot project(s) targeted to specific, historically-difficult courses.
12. If funded, implement SI with monies from Title III grant.
13. Evaluate the results to determine the effects on successful completion rates.
14. Align pre-college model for SI with credit level SI model.